

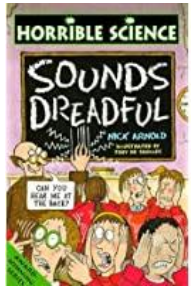
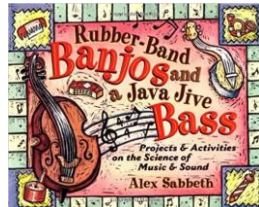


# Year 4 – Sound

Key Concepts	Learning possibilities	Scientific Enquiry	Prior Learning
<p>Identify and name how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p>	<ul style="list-style-type: none"> <li>• Classify sound sources.</li> <li>• Explore making sounds with a range of objects, such as musical instruments and other household objects.</li> <li>• Explore how string telephones or ear gongs work.</li> <li>• Measure sounds through different insulation materials.</li> <li>• Explore altering the pitch or volume of objects, such as the length of a guitar string, amount of water in bottles, size of tuning forks.</li> <li>• Can use data to identify patterns in pitch and volume</li> <li>• Measure sounds over different distances.</li> </ul>		<ul style="list-style-type: none"> <li>• Explore how things work. (Nursery - Sound)</li> <li>• Describe what they see, hear and feel whilst outside. (Reception - Sound)</li> <li>• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Y1 - Animals, including humans)</li> </ul>
<b>Cultural capital</b>			
<div style="display: flex; justify-content: space-between;"> <div data-bbox="1120 829 1545 1117"> <p><b>Alexander Graham Bell</b> 1847 - 1922</p> <p>He was scientist, and engineer who is credited with inventing and patenting the first practical telephone.</p>  </div> <div data-bbox="1568 861 2083 1372">   </div> </div>			
<b>Key Vocabulary</b>			
<p>Sound, source, vibrate, vibration, travel, pitch (high, low), volume, faint, loud, insulation</p>			